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ABSTRACT

This report is the fourth review of the accomplishments of Washington's 32 two-year colleges under the provisions of the Worker Retraining program. It provides detailed information about program results, with findings indicating that: (1) workers who participate in programs are finding good jobs at high salary levels, with 81% of all worker retraining students being re-employed seven to nine months after training; (2) colleges provide the opportunity for training that is relevant to the changing workforce and workers who participate in programs are increasingly participating in the higher wage programs with have been shown to have the best pay-off; and (3) colleges are providing training that is responsive to the changing pattern of job losses and of growing demand, with new programs in computers, health, and technology begin developed in 1996-97. Following an introduction about the workers served and how funds are used, the report discusses: (1) relevant program training with regard to graduates and leavers, industrial development wages, and job retention; and (2) responsive program training, including new and expanding programs, enrollment, and partnerships. Appended are data sources and glossary, program expansion and establishment in 1996-97, and private career school students by program. Contains 17 charts and tables. (AS)

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Worker Retraining

Fourth Year Accountability Report for Worker Retraining Programs (Formerly HB 1988)

December 1997

Washington State Board for Community and Technical Colleges

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EXECUTIVE SUMMARY

December 1997

Background: In 1993, confronting dramatic changes in the structure of Washington's economy, the layoffs of thousands of workers in major industries, and the long-term need for better access to training programs for Washington citizens in growth industries, the Legislature and governor enacted a law to significantly expand the state's job retraining efforts on behalf of the thousands of jobless workers who are forced to change careers in order to re-enter the workforce.

The program provides funds to the State Board for Community and Technical Colleges (SBCTC) for an additional 6,200 "slots" (full-time equivalent students) in the community and technical college system, financial assistance for some of the dislocated workers while in training and the 550 "slots" in private career schools. The program has served 27,401 unemployed and dislocated workers between 1993 and 1997.

Historically, the program is funded by diverting money into the Employment and Training Trust Fund from a portion of the Unemployment Insurance (UI) taxes paid by Washington employers totaling .12 percent of taxable wages. About $111 million was generated from this source for the program in the 1993-95 and 1995-97 biennia. Of the $111 million, approximately $94 million was allocated to the SBCTC. The 1997 Legislature decided to terminate the diversion of UI taxes as of January 1998, but provided $60.1 million for the program from a combination of remaining UI tax revenue and state general funds for the current biennium.

The Employment and Training Act signaled the state's commitment to providing laid-off workers more than just an unemployment check. In the past, unemployed workers often faced waiting lists at community and technical colleges. This program guarantees that jobless workers have immediate access to job retraining for a new career if they could not find work in their accustomed field. It also built on the capacity of colleges to provide training in high demand, high wage fields. Unemployed workers are required to pay tuition just like other community and technical college students. A small amount of financial assistance is available to eligible students to cover tuition or other related costs. Funds are also available for those still in training when their unemployment insurance benefits end. These "education benefits" are only available to **workers who qualify for unemployment insurance or have recently exhausted their benefits.**

This report, prepared by the State Board for Community and Technical Colleges (SBCTC), is the **fourth review** of the accomplishments of Washington's 32 two-year colleges under the provisions of the program. It provides detailed information about the program results.

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[1] The State Board for Community and Technical Colleges and the private career schools agreed to 550 slots (236 annual FTEs in 1996-97) for students training at private career schools. Since the program began, 653 workers have been in training at the private career schools using these funds.

This report is based on data from two main sources: 1) college enrollment records, and 2) unemployment insurance system data, which provides data on the results of the program.

Findings: Workers who participate in programs are finding good jobs at high salary levels.

- Even though Washington's economy is currently strong, layoffs continue to occur throughout the state. The Worker Retraining program provides opportunities for those impacted by dislocation or otherwise needing new skills to return to work at increasingly high wages.
- Those leaving the college at the end of 1995-96 gained employment at $10.98 an hour, up from the $10.23 median wage reported last year.
- Seven to nine months after training 81 percent of all worker retraining students were re-employed. This is a rate typical of the 79 percent employment rate of all adults with some college training.
- At seven to nine months after training, those employed earned 96 percent of their former wage rate. Workers who lost lower paying jobs (earning $8 an hour or less), earned more after training than before (126 percent)

Findings: Colleges provide the opportunity for training that is relevant to the changing workforce and workers who participate in programs are increasingly participating in the higher wage programs which have been shown to have the best pay-off.

- Those who took higher wage programs accounted for 56 percent of the group that entered the labor market in late 1996 compared to just 52 percent during the first year of the program. Research has found substantial positive impact of training in these higher wage programs (programs in which former student earn at least $11 an hour).

- Those leaving training who moved into new industries are most typically found in the higher wage service industries: health, computers and data processing, education and business services. In the health service sector, for example, 76 percent were new to that industry sector. Health related training resulted in $11 an hour jobs with a 100 percent wage recovery rate.

Findings: Colleges are providing training that is responsive to the changing pattern of job losses and of growing demand.

- The year to year shifts in the number of new students by region of the state enrolling in the Worker Retraining program reflect the shift in pattern of dislocation. While new student numbers where very high in the Puget Sound region when the program first started, growth in new students this past year was in northwest Washington and in timber and agriculture impacted eastern Washington. Southwest Washington, which includes timber impacted Grays Harbor, Clallam and Jefferson counties, has remained high in new students entering the program throughout the past four years.
- While unemployment is at a cyclical low in 1997, forecasters expect unemployment and dislocation to increase in 1998.
- Colleges are offering new programs to respond to the fast growing sectors of the state's economy. New programs in computers, health, and technology were developed in 1996-97.

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INTRODUCTION

The Washington state economy is marked by two contradictory characteristics: a resilient economy continually creates new jobs at a rate far faster than most other states while at the same time continued closings and downsizing in small and large businesses throughout the state. Unemployment has dropped to the lowest rate in several years. The state reported an unemployment rate of 4.3 percent in September, 1997, the lowest it has been in seven years. In the midst of this good news the stories of layoffs continue even in the fast growing King County area. Elsewhere in the state, job losses continue to be reflected in the employment statistics, especially in food processing, lumber and wood products, wholesale trades and federal employment.

A substantial portion of those losing their jobs need to be retrained for the skill demands of the new jobs being created in the state. In recognition of the structural changes in the state economy and its impact on workers, the 1993 legislature established the Worker Retraining program. Since its inception in fall 1993 to June of 1997, the legislature has allocated $91 million to retrain 27,401 unemployed workers[2] at Washington's community and technical colleges. Most of these funds have been used for direct instruction to start new vocational programs or to expand existing high demand programs. Funds are also used to provide financial assistance to eligible unemployed workers. During the first four years, 10,150 workers received some assistance for the cost of attending college. In 1995-96, a new Training Completion Aid program was implemented to help workers stay in college and complete their program after their unemployment insurance funding ended. This year, 1,748 students (15 percent of those enrolled in 1996-97) received Training Completion Aid.

This report, prepared by the State Board for Community and Technical Colleges (SBCTC), is the fourth review of the accomplishments of the Worker Retraining program of Washington's 32 two-year colleges. It provides detailed information about the colleges' performance and offers specific recommendations for improving the job retraining effort.

Workers Served: In the four years of the program 27,401 unemployed workers were served at Washington's community and technical colleges. In 1996-97, dislocated workers account for 58 percent of the 7,548 annual FTE in the Worker Retraining program. Some 41 percent of the FTE provide a service to other unemployed workers. Dislocated workers are those who, as a result of the changing economy, had little chance of returning to their former career.

[2] Since 1994, the State Board for Community and Technical Colleges and the private career schools agreed to 550 slots (236 annual FTEs in 1996-97) for students training at private career schools. Since the program began, 653 workers have been in training at the private career schools using these funds.

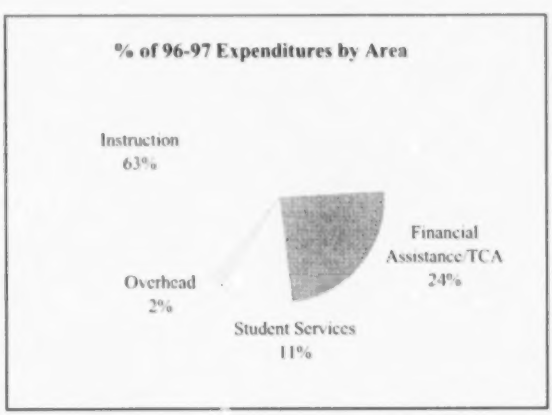
In addition to those enrolled at the colleges, some 653 individuals have been served with worker retraining funding at 25 private career schools. Private schools receive funds to serve students after the Workforce Training and Education Coordinating Board (WTECB) approval of a proposal from the schools. Schools must indicate that an eligible worker has elected to enroll and that training of the same type would not be available at a nearby community or technical college. Appendix C provides a list of occupational areas under this program at private career schools.

Table I
Workers Enrolled First 4 Years of Worker Retraining
DRAFT

Characteristic	% of 27,401 Workers
Female	45%
Male	55%
African American	6%
Asian/Pacific Islander	5%
Hispanic	6%
Native American	2%
White	76%
Less than High School	8%
GED or High School Diploma	42%
Some College	42%
BA Degree or Higher	9%
Under 30	22%
30-39	34%
40-49	30%
50+	15%
Median Age	38

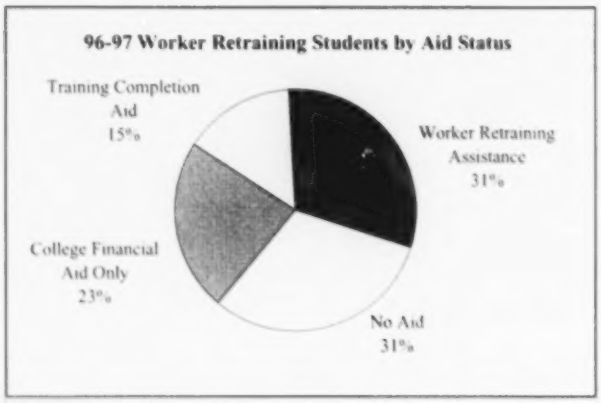
The workers in the program were mostly white males (55 percent male, 76 percent white) about 10 years older than the typical student (median age of 38). Those served are a fairly well-educated population; half had been to college before and just eight percent had not completed high school. Before they lost their job, 41 percent had worked in the manufacturing sector, 22 percent in the service sector and 12 percent in retail trade. Before their job loss, the typical worker earned $11.98 an hour, $21,200 for the year (median values, adjusted for inflation).

How Funds are Used: In 1996-97 colleges and private career schools spent $31.4 million in the Worker Retraining program. In addition $473,000 was devoted to co-locations with the Employment Security Department and $458,000 to the Workforce Education and Training Coordinating Board (WTECB) for the 1996-97 net impact study.



At the colleges, most of the Worker Retraining funds are used for direct instruction to start new vocational programs or expand existing programs in high demand fields ($18.7 million). Business and labor representatives on local advisory committees helped colleges to assess job demand and complete training program proposals. A state advisory committee made recommendations to the SBCTC regarding which proposals should be funded. That advisory committee consisted of business, labor, government and education representatives. This involvement has helped assure that the new programs best meet the local labor market demands.

Worker retraining funds are also used to provide direct aid to workers who could not otherwise afford training. During the last year, 3,658 students have received assistance with tuition, books, childcare or transportation directly related to taking classes or for living expenses not covered by other sources (such as UI benefits or JTPA funding). Of those students, 1,748 received Training Completion Aid. This aid helps workers to complete their program when their unemployment insurance dollars end.


96-97 Worker Retraining Students by Aid Status
Training Completion Aid 15%
Worker Retraining Assistance 31%
College Financial Aid Only 23%
No Aid 31%

All together, nearly half the workers enrolled (46 percent) received aid funded by the program. In addition, 23 percent received the regular financial aid available to all college students but no aid from the program. The typical student received $1,378 in assistance for tuition, books, transportation, childcare, or living expenses.

PROVIDING RELEVANT TRAINING

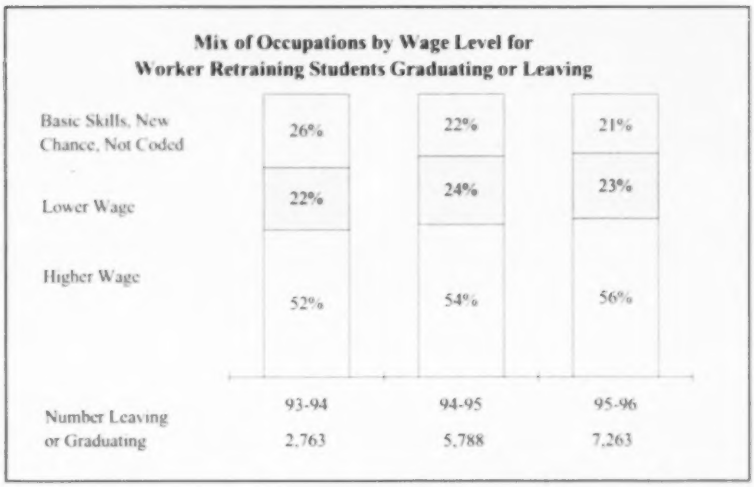
Part of the measure of the Worker Retraining program is the extent to which those in training are able to gain skills that are useful in the new and expanding occupations. To meet this end, colleges must offer programs that meet the needs of the expanding sectors in the economy and students must elect those programs. This section of the report focuses on the student behavior. The issue of college efforts to be responsive to the changing demands of the labor market are addressed later in the report.

Areas of Study: Because of the Worker Retraining funding, colleges have started new high wage high demand programs. Students in the programs have responded by increasing enrollment in the higher wage occupational areas. Table II shows the area of study for those leaving training. As can be seen, enrollments have increased especially in information technology, which includes training in computer network support and computer programming, and industrial technology programs which meet the needs of the manufacturing sector.

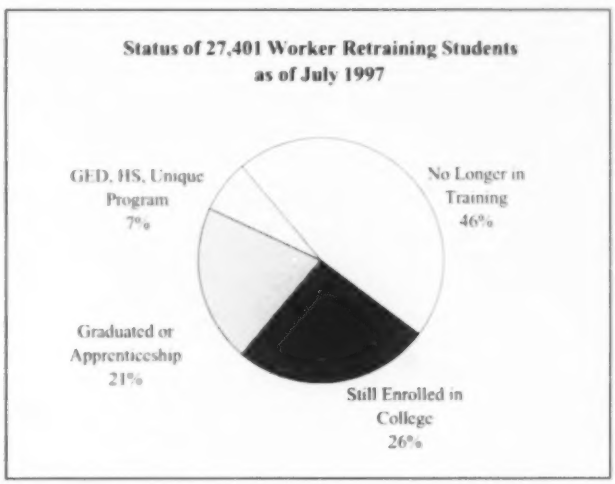
Table II
Growth Patterns for Occupational Areas with 75 or More Worker Retraining Students Leaving College

Area of Study	Number of Students Graduating or Leaving			Hourly Rate for 95-96
	93-94	94-95	95-96	Group
High Wage Programs				
Machinist	32	76	73	$17.77
Construction Trades	165	224	179	$15.47
Associate Degree Nurse	38	77	97	$15.36
Computer Maintenance Tech	23	90	91	$15.27
Welding	39	76	85	$14.91
Electronics Tech	47	121	145	$14.28
Industrial Tech	94	238	482	$13.94
Drafting	50	89	79	$13.84
Operators	128	127	205	$13.71
Auto Diesel	102	208	259	$13.10
Precision, Production, Crafts	115	245	230	$12.99
Electrical Equipment Repair	35	124	186	$12.82
Information Tech	145	442	666	$12.70
Legal Assistant	22	53	103	$12.64
Protective Services	87	233	286	$11.97
Managerial/Managerial Support	156	323	434	$11.33
Lower Wage Programs				
Ag, Forestry, Fisheries	32	88	140	$11.07
Accounting	57	172	246	$10.43
Marketing and Sales	75	155	174	$10.22
Administrative Support	181	472	624	$9.88
Education/ Social Services	71	163	164	$9.75
Other Tech	38	107	99	$8.69

As a result of the increased participation in higher wage programs, the mix of students has changed such that 56 percent of the 1995-96 class was in higher wage programs compared to just 52 percent of the 1993-94 group.



Mix of Graduates and Leavers: About half the worker retraining students entered the program with some college training, but few had completed degrees. Of the 20,305 students who have left the community and technical college system since the program started in fall 1993, 28 percent earned degrees or certificate or completed an apprenticeship program (5,657 students). These graduates represent ten percent of all vocational graduates in the past four years.


Status of 27,401 Worker Retraining Students
as of July 1997
GED, HS, Unique Program 7%
No Longer in Training 46%
Graduated or Apprenticeship 21%
Still Enrolled in College 26%

In addition to graduates, another 1,870 students completed the courses uniquely designed as their brush-up program including courses for the GED or high school diploma. One percent transferred to four-year institutions. Some 63 percent of those who left college did so after completing courses but no formal program.

Impact on Industry Mix: When dislocated workers leave training they may opt to use some of the skills from their previous work to get a new job or to move into entirely new fields based on their training. The results of the survey of former Worker Retraining students as reported in the Third Year Accountability Report show that 61 percent of those who were working returned to work that was training related. That means that 39 percent returned to jobs that used skills from before their job loss or found jobs unrelated to either their former work or their training.

The new jobs that these workers found were predominately in the fast growing service sector - mainly health services such as hospitals and doctor's offices. Students also moved into jobs in the computer and data processing industry, education and social services, and in equipment repair (which is classified as a service industry). The extent of movement into these fast growing industries and out of logging and wood products and aircraft manufacturing and other changing industries is shown in Table III.

Table III
Impact of Training on Distribution of Workers by Industry
For Those Leaving Training in 95-96 With Pre and Post Employment Data

	3rd Quarter Before Training	3rd Quarter After Training	Change
Health Related Services	55	234	179
Temporary Services*	121	229	108
Construction	216	265	49
Other Social and Business Services	256	283	27
Computer, Data Processing Services	33	56	23
Other Repair and Personal Services	228	249	21
Transportation and Public Utilities	167	186	19
Other Manufacturing	341	358	17
Government	115	129	14
Wholesale Trades	170	179	9
Mining	5	4	-1
Research and Engineering Services	125	103	-22
Food Products	94	52	-42
Retail Trade	451	402	-49
Finance, Insurance and Real Estate	220	153	-67
Aircraft and Parts	817	679	-138
Logging and Wood Products	246	99	-147
Total	3,660	3,660	

* Workers who leave temporary agencies are not classified as dislocated workers. Most of the students who worked for temporary agencies prior to training were doing so after having lost a job that qualified them as a dislocated worker.

The program netted the largest increase in the health services sector. That industry sector has seen some dislocation due to restructuring, but is rapidly growing throughout out the state. It is a high wage and high demand industry sector. The vast majority of these workers (76 percent) had been employed a wide range of other sectors prior to their job loss. The single largest employer sector had been manufacturing at 21 percent. Prior to their job loss these workers earned $11 an hour. After training in the health fields and in the other occupations employed by this sector include computer technicians and administrative support staff, these workers gained employment at $11 an hour.

While the aircraft and parts manufacturing area had a large net decrease in workers after retraining, a substantial number of students either returned to employment in that sector (596 of these worker retraining students had been employed in that sector before) or were trained for employment in that area which is now growing rapidly. Some 12 percent of those employed in that sector after training had been laid-off from other industries.

The high rate of movement to temporary agencies reflects a new trend in hiring. Increasingly employers are using temporary firms to find workers. After successful work as a temporary, the worker may be hired on in a full-time position with the firm. Unfortunately, the industry in which the temporary worker is placed is not identified. An analysis of the pattern of employment of temporary workers from the 1994-95 Worker Retraining group provides an indication that most working for temporary agencies are doing so only as a prelude to regular employment in any of a number of industries. A year after being in temporary jobs in 1996, 73 percent had moved to other industry sectors one year later, primarily manufacturing and service.

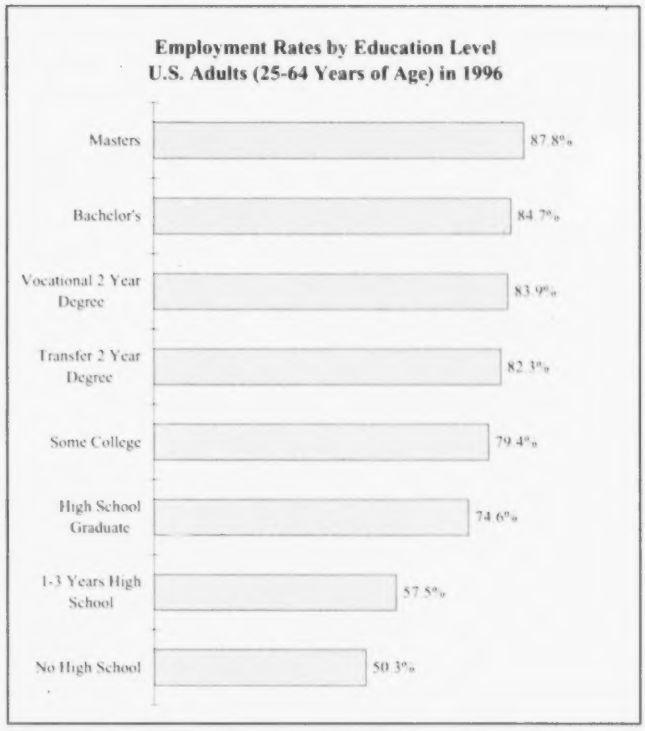
Status of Temporary Worker One Year Later For Those Leaving Training in 94-95 Employed as Temporaries 3 Quarters Later

Wages as Evidence of Training for High Demand Fields: While former students clearly are moving into high growth industries, this pattern alone is not sufficient evidence that they are moving into the high demand jobs in those industries. One measure of the training quality is the rate of pay these students can command as they leave training. The typical worker retraining student who graduated last year or left college without completing training earned $10.98. Growth in inflation adjusted wages of former students was evident all over the state, however it was highest in the Puget Sound region. Workers at Puget Sound colleges (65 percent of all 95-96 student graduating or leaving) earned $12.86 an hour compared to $10.87 the year before (1997 constant dollars). The 35 percent from elsewhere in the state averaged $10.16 an hour compared to $10.04 the year before. It is likely that while much of the increase is due to the expanding Puget Sound economy, that some of the wage increase reflects the pattern of more students in the high wage, high demand programs.

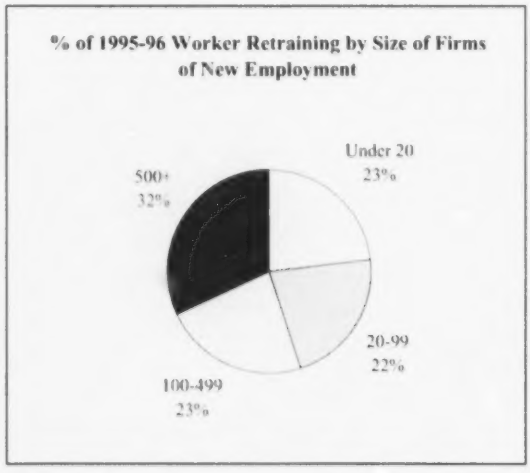
Table IV
Employment and Wages of Program Participants
Seven to Nine Months after Training

	93-94	94-95	95-96
Number of Students Leaving Program	2,763	5,788	7,263
Number Employed	2,293	4,630	5,883
Percentage Employed	83%	80%	81%
Median Wage per Hour (in 97 dollars)	$10.77	$10.27	$10.98
Median Wage Compared to Pre-Job Less Wage (Wage Recovery Rate)	88%	87%	96%

It should be noted that the employment rate for Worker Retraining students has remained in a very narrow range between 80 and 83 percent. This is the range that could reasonably be expected for a group with some college training, but typically less than an associate degree. Nationwide[3], adults with less than an associate degree but with some college are employed at a 79 percent rate. The remaining individuals are out of the workforce because they are going to school or managing a home or are unemployed. The rate for adults with some college through the bachelor's degree are very close together – 79 to 85 percent. Thus it is reasonable to expect the employment rate for those who have completed some college to be in the lower 80 percent range.



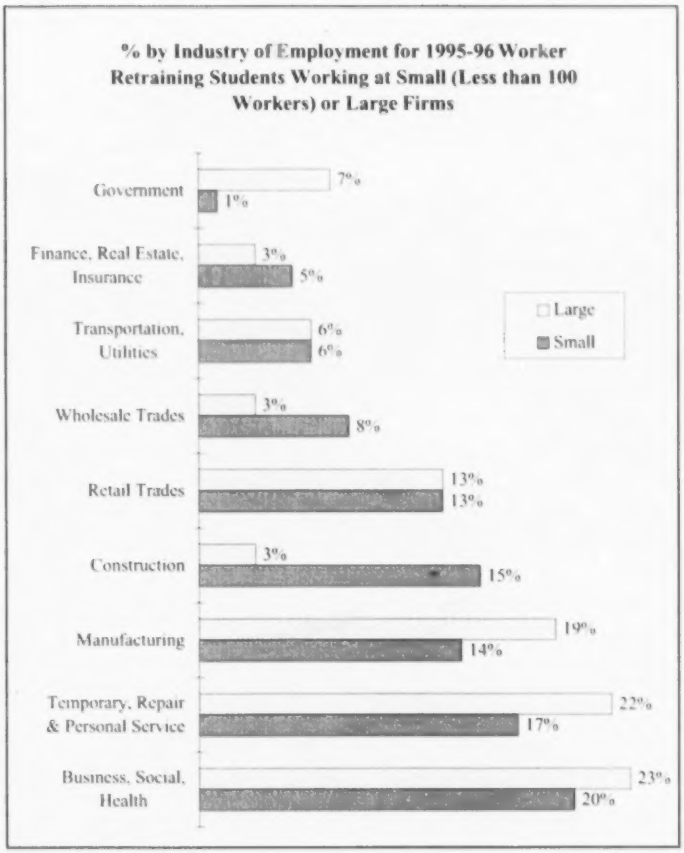
Firm Size and Industry Sector: About 45 percent of former students gained employment in firms employing 100 or fewer workers. Some 1,584 of the state's smaller firms have benefited from the Worker Retraining program by employing former students. Most students in these smaller firms (64 percent) reported that their training was related to their new job. At the same time, 1,883 larger firms hired former students from the 1995-96 group.



Workers in smaller firms were more likely than those in larger firms to be in the construction and wholesale trade sectors while workers in larger firms were more likely to be in manufacturing jobs. For example, while 14 percent of those who worked in smaller firms worked in the manufacturing sector, 17 percent of those in the larger firms worked in that industry sector.

[3] The data for this analysis are based on the Census Bureau's Current Population Survey. Similar data for Washington are not available, however, the Office of Financial Management has been authorized to conduct a survey in 1998 which will provide similar data for this state.

The business, social and health service sector captured the largest percentage of workers. Firms in that sector include: hospitals and doctor's offices, schools, engineering firms, accounting offices, researchers, public information firms, accounting offices, and legal offices



Wage Recovery: Workers leaving training in 1995-96 had a fairly high wage recovery rate of 96 percent overall. The recovery rate was highest in Spokane and southwest Washington. Those who had earnings above $8 an hour before their job loss were not able to recover wages to the same extent as lower wage earners, however their recovery rates were also quite high as shown in Table V. These high wage recovery rates are consistent with the notion of the program as providing training in the expanding high wage high demand occupations. The relatively high earnings in western Washington outside the Puget Sound region suggest that current high earning levels are related, in part, to training, not due solely to the booming Puget Sound economy.

Table V
Constant Dollar* Hourly Earnings (Median) Before Job Loss Compared to After Re-Employment by Region
95-96 Group

	Before Job Loss	After Training	% Wage Recovery
Spokane	$8.07	$9.48	117%
Southwest Washington	$12.10	$11.28	93%
Puget Sound	$15.60	$13.16	84%
Rural Eastern Washington	$10.44	$8.52	82%
Northwest Washington	$17.91	$13.94	78%
All	$11.98	$11.49	96%
Earned $8 or Less	$6.40	$8.08	126%
Earned more than $8	$14.33	$12.86	90%

* In 1997 dollars for those with pre and post earnings data.

Job Retention: Most of the retrainees that were working in 1996 were still employed a year later. Some 78 percent of former students from the 1994-95 group who were employed in 1996 were still employed one year later. Further, a quarter of those who had worked part-time in 1996 became full-time workers by 1997. Of the 149 students from the 1994-95 class who were not working in covered employment in 1996, 81 percent were so employed a year later.

Those not found in "covered" employment in Washington state may have moved to another state, become self-employed, worked for the federal government, left the workforce (retired, homemakers or discouraged workers), or been unemployed at the time of the follow-up. The WTECB had set a 75 percent job retention rate and these figures show that the program exceeds that goal.

PROVIDING RESPONSIVE TRAINING

The location of industry layoffs and closures is much harder to predict than the general unemployment trend which tends to be consistently high in some areas of the state and consistently lower in others. Because dislocation is not predictable, the Worker Retraining program must be flexible and responsive to the demands as they arise. As a result, the dollars for this program move around the state much more than other college-based programs. Industry demands for new workers are continually changing as well, though in more predictable patterns than for dislocations. A responsive Worker Retraining program continually adds new programs or changes and enhances existing programs to meet these training needs.

New and Expanded Programs: The local advisory committee for each college's Worker Retraining program helps the college to assess the best options for using their Worker Retraining dollars. These advisory committees include representatives of more than 250 labor groups and businesses. The college, with the assistance of their advisory committee, presents an annual plan in which they must justify the employment demand for all funded programs. This year to year scrutiny assures that programs are responsive to local needs, especially needs in the fast growing industries. Colleges have insufficient resources to continue programs that are not meeting the retraining needs of unemployed and dislocated workers.

The Worker Retraining dollars have allowed colleges the opportunity to start programs otherwise out of reach of their other financial resources or to expand successful programs. Colleges gather much of the data on employment demand and wage rates from the Employment Security Department's customized labor market reports. The list of new and expanded programs for 1996-97 is provided in Appendix B. Programs started in earlier years were similarly listed in the earlier yearly accountability report. A sample of these new programs is listed in Table VI.

Table VI
Selected New or Expanded Programs Funded by Worker Retraining Program
1996-97

College	Program
Grays Harbor	Material Processes and Fabrication Technology
Highline	Hotel and Tourism Program
Highline	Interactive Communications Media Specialist
Olympic	Oracle Programmer/Database Administrator
Olympic	Pre-Manufacturing/Sheet Metal Mechanic
Pierce	Electronic and Manufacturing Engineering Technology
Renton	Pharmacy Technician Level A
Shoreline	Medical Reimbursement Specialist
Shoreline	Specialized Hazardous Materials Technician

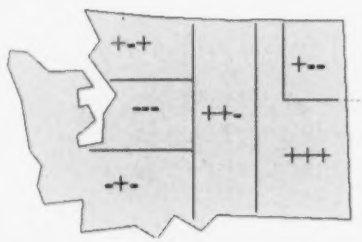
See Appendix B for the complete list.

While the Worker Retraining dollars fund only 5 percent of the state-funded FTE, opening new programs allows some of the other 95 percent of the students options they would not otherwise have. Since the Worker Retraining program began there has been a small but steady increase in the percentage of job preparatory students enrolled in high wage occupational programs, that is the programs where the typical graduate earns $11 an hour or higher. When this program began, 35 percent of job preparatory students majored in high wage programs. This past year the rate was 39 percent.[4]

Enrollments Following Shifting Needs: When this program began, 60 percent of the enrollment was in King, Pierce and Snohomish counties due to the large workforce in that area and to the job losses due to the downturn in aircraft manufacturing. Due to the large employment base in the Puget Sound, 51 percent of all new students are still from that area, but that number now represents more than 1,000 fewer new students than when the program began. While the number of new Worker Retraining students has declined every year in the Puget Sound region, the numbers have grown in northwestern Washington and in eastern Washington. The number of new students has shown an up and down pattern elsewhere in the state, as shown in the map.

Changing Pattern of *New* Worker Retraining Student

- $ for new students move with changing economy
- Last year 55% of all enrolled were new students
- 6,500 to 7,000 new students each year
- 1,000 fewer new students from King County 96-97 than at start



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[4] Data are for winter quarter. This is one of the short-term indicators colleges are tracking as a part of Performance Funding which is part of the 1997-99 legislative budget.

This pattern of shifting enrollments to respond to changes in the lay-off patterns is best seen by looking at the counts of new students by geographic area. Table VII provides a picture of these changes. In the most recent years, growth has been in eastern Washington other than Spokane and in northwest Washington. In the future the program likely will continue to change in size, reflecting the shifting pattern of job loss.

Table VII
New Worker Retraining Students by Region

	1993-94	1994-95	1995-96	1996-97
Agricultural Eastern Washington	196	229	266	396
% Change		16.8%	16.2%	48.9%
Central Washington	273	536	609	509
% Change		96.3%	13.6%	-16.4%
Clark	157	78	250	250
% Change		-50.3%	220.5%	0.0%
Northwest Washington	313	323	253	297
% Change		3.2%	-21.7%	17.4%
Out of State	22	27	11	14
% Change		22.7%	-59.3%	27.3%
Puget Sound	4,308	4,052	3,558	3,282
% Change		-5.9%	-12.2%	-7.8%
Southwest Washington	610	542	617	607
% Change		-11.1%	13.8%	-1.6%
Spokane	390	580	396	347
% Change		48.7%	-31.7%	-12.4%
Timber Impacted Eastern Washington	71	84	78	87
% Change		18.3%	-7.1%	11.5%
Timber Impacted Western Washington	751	490	853	689
% Change		-34.8%	74.1%	-19.2%
System Total New	7,091	6,942	6,893	6,478
% Change		-2.1%	-0.7%	-6.0%

Co-locations and Partnerships: One of the ways for colleges to stretch limited resources is to provide work in partnership with others. One such partnership developed by the Worker Retraining program is the co-located Employment Security Services at college campuses. The co-located job service centers assist students by providing realistic and unbiased career information and job placement services.

During the 1997-98 year colleges expanded their co-location partnerships to include the JTPA Title III Dislocated Worker programs. Coordination assures that federal funding for dislocated workers, family resources and the Worker Retraining aid are "packaged" to best meet individual needs.

SUMMARY

This fourth annual accountability report provides evidence that community and technical college training for unemployed and dislocated workers is relevant to the training needs of the state of Washington and to the workers in the program and that the program is responsive to the changing economy both in terms of where the training is offered and in providing new training programs.

Most of the workers served had a long tenure with a firm that either had closed its doors or had downsized. Job loss of this type typically have negative impact on future earnings. The idea of the Worker Retraining legislation was to mitigate, to some extent, this negative impact of job loss by providing the opportunity for workers to learn the skills needed to compete for better paying jobs.

Results from the four SBCTC accountability studies and the net-impact study show that retraining does pay-off for most workers. This past year 81 percent became employed within seven to nine months after leaving training. Workers obtain jobs that provide them with 96 percent of their inflation adjusted hourly earnings before their job loss.

In addition to funding the pay for instructors and for program equipment and supplies, the Worker Retraining program offers Training Completion Aid which provides living expenses for workers in training after their unemployment insurance ends to about 14 percent of those enrolled. Another 31 percent received assistance with tuition, childcare or transportation costs.

Past research has shown that workers were generally quite satisfied with the quality of their training and its benefit for returning them to work and for their quality of life in general. This report finds that the workers are highly likely to find employment in jobs in the high demand, high wage industries.

The Worker Retraining program is one of the most intensely studied of state implemented programs. Much of the earlier research on the impact of the program and on employer and student satisfaction has been summarized in the earlier yearly accountability reports. SBCTC makes these reports available electronically at http://www.sbctc.ctc.edu.

ACKNOWLEDGMENTS

The accountability efforts of SBCTC are being conducted with the help of many SBCTC staff members. Dan McConnon, Director of Workforce Education, is the staff lead for the Worker Retraining program and has played an important role in the data gathering and analysis for the accountability report as well. Lead staff member for the accountability report is Loretta Seppanen, Senior Research Manager. Tracy Wheeler and Deralyn Gjertson have maintained the Worker Retraining database and managed the many data match processes required. Pat Ward collected data from the proprietary schools. Bruce Botka, Jackie Eppler-Clark, Vallie Jo Fry, Linda McPike, Sandy Wall, and Jan Yoshiwara contributed to the accountability report. Michael Scroggins and Cy Golden kept the computers running so that all these data could be used for the study.

Employment Security Department (ESD) staff provided data and expertise related to the unemployed workers in Washington and wage and employment histories of the Worker Retraining students.

Dave Pavelchek of the Workforce Training and Education Coordinating Board provided the leadership and expertise to make these ESD data available in a format that assures comparability with other training programs.

APPENDIX A

Data Sources and Glossary

Data Sources

The accountability analysis is based on data drawn from a number of different sources. Most important sources in this analysis are:

SBCTC Worker Retraining Database: Based on individual student enrollment records, this database provides considerable background information on the 27,401 students who enrolled under the terms of the Worker Retraining program. This file also includes data from the Unemployment Insurance system on pre-job loss employment and employment after leaving the colleges.

The Workforce Training Trust Fund Student Survey, Spring/Summer 1994: This survey provided additional background information and student perceptions related to training and service delivery. The 1,347 Worker Retraining students who started a job training curriculum in winter 1994 were the population of this survey. Of these students, some 953 provided useable responses to the mail survey (71 percent response rate). Respondents matched the population well except for low response from Hispanics (3 percent of respondents versus 4 percent in population), African Americans (6 percent respondents compared with 7 percent in population), and from the subset of students who left between the winter and spring quarter (17 percent respondents versus 23 percent in population). Given the high response rate and relative similarity of respondents and the population, the survey results are judged to be highly representative of the students who are new to the college and in job training programs under Worker Retraining. Details on this survey are included in the first annual report published in December 1994.

The Survey of Former Students Who Participated in the Workforce Training Trust Fund Program: Some 879 respondents to the first survey who have left the college were surveyed again about three months after they left college. Of these, 498 responded for a 57 percent response rate. Appendix B of the third year report published in December 1996 provides more detail on the survey process and response rates.

Financial Management System and Information Request: SBCTC staff used the statewide SBCTC Financial Management System to report and monitor expenditures under the program.

Glossary

Student FTE: One annual FTE is the equivalent of one student enrolled for 45 credit hours in a year.

Headcount: Count of each student just once for the year or biennium regardless of how many times that student may re-enroll.

Dislocated worker: Workers laid off from declining industries or declining occupations or in timber impacted counties. About a quarter of all unemployed workers are coded as dislocated. For the purpose of this analysis, a computer protocol developed by the Labor Market and Economic Analysis Branch of the state Employment Security Department was used to identify these students. For programs such as the Job Training Partnership Act (JTPA), Trade Re-adjustment Act (TRA), and Timber Retraining Benefits program (TRB), additional data are used to determine eligibility as a dislocated worker.

High wage programs: SBCTC divides programs into two groups based on the Classification of Instructional Programs (CIP) code of the course. The CIP code is a standard coding system used nationwide for all levels of education. Community and technical colleges assign a code to each program based on the subject matter covered. SBCTC regards a program as high wage if the typical graduate earns $11 an hour or higher. The following programs are high wage programs for workers being retrained:

Aircraft Mechanics
Auto/Diesel Technicians
Construction Trades
Equipment Operators
Equipment Repair
Graphic Arts
Health Occupations
Information Technologies
Legal Assistant
Machinist
Science Technologies
Welding

This classification is similar to Group 1 as used in the 1996Westat Net Impact Study.

Lower Wage Program: Worker Retraining students in these programs typically earned less than $11 an hour.

Retail Sales
Secretarial, Clerical
Library Assistant
Teaching Assistant
Early Childhood Education
Commercial Food Service
Cosmetology
Hospitality
Horticulture
Marketing

Westat regarded these as Group 2 programs.

APPENDIX B

Programs Expanded or Established In 1996-97 Under Worker Retraining

College	Proposal Title	Funded FTEs
Bates	Applied Electronics	20
Bates	Chemical Laboratory Control Tech	6
Bates	New Chance	29
Bellevue	Compass for Success	23
Big Bend	Retooling a Resource-Based Economy*	10
Centralia	Fresh Start	15
Centralia	New Chance	10
Centralia	Workforce Employment Training Grant Program	10
Columbia Basin	G.O.A.L.S.	16
Columbia Basin	Retooling a Resource-Based Economy*	20
Edmonds	Turf Management/Greenskeeping	25
Edmonds	Visual Communications	25
Grays Harbor	Geographic Information Management Program	8
Grays Harbor	Material Processes & Fabrication Technology	15
Highline	Freight Forwarding	28
Highline	Hotel & Tourism Program	28
Highline	Interactive Communications Media Specialist	20
Highline	Plastics Manufacturing Technician	12
North Seattle	Computerized Accounting Technology Training	15
Olympic	Oracle Programmer/Database Administrator	20
Olympic	Pre-Manufacturing/Sheet Metal Mechanic	20
Peninsula	Paraprofessional Educator Certificate Program	25
Peninsula	Welding Technician Certificate Program	15
Pierce	Electronic & Manufacturing Engineering Technology	40
Renton	Pharmacy Technician Level A	20
Seattle Central	Computer Literacy for the Older Adult Program	20
Shoreline	Medical Reimbursement Specialist	20
Shoreline	Specialized Hazardous Materials Technician	18
Skagit Valley	Truck Driver Training	8
Skagit Valley	Welding Training	20
Spokane	Digital Imaging Technology	20
Tacoma	Administration of Justice	14
Tacoma	From Welfare to Workfair	60
Tacoma	Health Information Management Program	10
Walla Walla	Retooling a Resource-Based Economy*	90
Walla Walla	Turf Equipment Service Technician	15
Wenatchee	Career Transition for Dislocated Timber Industry	20
Wenatchee	Medical Assistant Program	20
Yakima Valley	Retooling a Resource-Based Economy*	35

Retooling 'A Resource Based Economy'

This program is a consortium approach to meet dislocated worker needs in eastern Washington and creates capacity in selected vocational technical and transition programs for a total of 165 AAFTEs distributed among four eastside Washington community colleges (the Eastside Consortium). Training will focus primarily on reemployment in demand occupations in eastern Washington and throughout the extended region.

Several positive regional conditions exist to be optimistic about reemploying workers dislocated from Stokely USA food processing plants and from other eastern Washington firms. Consortium colleges have already experienced success serving, training, and placing dislocated workers enrolled in previously funded training initiatives. Selected regional manufacturing employers (PonderosaFibre, 60 employees; Key Technology, 350 employees; Nelson Irrigation, 150 employees) continue to expand their workforce. The City of Pasco has recently created the Pasco Processing Park which is an industrial park that has already attracted a new Simplot plant and is enabling Americold to double its plant size.

The best strategy to meet reemployment needs in this region is to train dislocated workers in a variety of demand occupations at a variety of locations. Worker mobility, both for the purpose of training and reemployment, is key to serving dislocated agriculture and food processing workers. This strategy provides a strong focus on both local and regional labor market demands, while absorbing a large group of trained dislocated workers into area living wage jobs.

Program Priorities

Walla Walla Community College: WWCC will expand three previously funded and proven workforce initiatives, to include the Bilingual Bicultural Transition Program, the Manufacturing and Mechanical Track, and the General Vocational Track (90 to 100 AAFTEs).

Big Bend Community College: BBCC will create a Career Ladder Project which will train seasonal workers in welding, safety (first aid and CPR), CDL, chemical applications, mathematics, and communications (10 to 15AAFTEs).

Columbia Basin College: CBC will create a food and fiber processing degree and continue to transition Hispanic students into existing vocational programs (20 to 25AAFTEs).

Yakima Valley Community College: YVCC will create a skill upgrade program for dislocated Hispanic farmworkers (patterned after a similar program at Wenatchee Valley College) and expand the *Center Without Walls/Gateway to Technologies* transition program (35 to 40 AAFTEs).

APPENDIX C

Private Career School Students by Program
1994 through 1997

Program of Study	Number of Students
Office Automation/Secretary/Clerk Typist	258
Massage Therapist	149
Medical Assistant	70
Cosmetology/Barber/Manicurist	46
Pharmacy Assistant	16
Microcomputer Applications	15
Law Enforcement	12
Computer Operations/Programming	10
Dental Assistant	9
Commercial Diving	9
Medical Transcriptions	8
Science Techs	7
Floristry Marketing	7
Electrical Installation/Technology	6
Mechanics/Repair	6
Boat Building	6
Travel Marketing	4
Airline Reservations	4
Heating/Airconditioning	3
Telecommunications	3
Other Health Tech	2

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Earl Hale, Executive Director

For more information on the training offered under
Worker Retraining (Formerly HB 1988), contact:
Dan McConnon
State Board for Community & Technical Colleges
P O Box 42495
Olympia WA 98504-2495
360-753-0878
Email: dmcconnon@sbctc.ctc.edu

For more information on the accountability research
related to Worker Retraining see the
SBCTC Web site athttp://www.sbctc.ctc or contact:
Loretta Seppanen
State Board for Community & Technical Colleges
P O Box 42495
Olympia WA 98504-2495
360-753-3685
Email: lseppanen@sbctc.ctc.edu

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